The strong ties of the family system are probably the fundamental reasons for this lack of strangeness. One is a member of the family, even if in another part of the island or of the world. This sense of belonging, to be emphasized later, is not only an emotional feeling but is a basic fact of social organization. Relationships, regardless of their geographic spread, are a binding force. It is true that these become weaker with the remoter relationships of the extended family, but they are still strong enough to blunt the edge of individual frictions that might otherwise be expected.

There was a niche into which a returning person might fit, whether he was a parent, a first son, an elder brother, an uncle or niece of the head of the household. The repatriates who had been long absent were, in turn, able to make an adjustment to conditions in the island of their birth because they had continued the same social system in their foreign residence. They now had to function in a more restricted and less well endowed natural environment. Dissatisfactions took the form, as they still do, of longing for better economic opportunity which they hope will be realized through further opportunities for emigration. They make comparisons, unfavorable to Okinawa, regarding the ease of making a living in other countries. Repatriates from Japan, who have returned to Okinawan rural life, miss the cities and the more exciting life of that country. Among those who have travelled, there is also a more noticeable discontent and dissatisfaction with the loneliness of rural life. The word sabishii is often on their lips.

The ideas of the repatriated Okinawans, furthermore, are not a new phenomenon in contemporary village life. They did not bring back points of view unknown before. In the past these had been communicated by letters and rare visits to the homeland. The reports of the repatriates were richer, more detailed, and more concrete, but not completely different. They have--and this is probably one of their chief influences on post-war village life--stimulated the strong desire of the villagers to emigrate. Life is hard on the island, and their accounts of greater return for the same expenditure of work have quickened hopes of future emigration. These hopes are confined to the New World, Japan, and the Pacific Islands. There is no enthusiasm for migration to other islands in the Ryukyu chain.

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Attitudes Toward Birth Control

There is little in the religious belief or in the cultural tradition that would induce, in large segments of the population, a strong antipathy to birth control on religious grounds, but these beliefs and traditions are not favorable to it either. Respect for ancestors and the need for the continuance of the family system are the most important of these. It is the duty of each generation to provide this continuity between the past and the future. The links in this chain are male children. Once this

1: Glacken E-5 (1951-1952) 1953 AC7 Okinawa AC7

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In Japan, as well as in Okinawa, the system has been maintained without the ultra-conservative duties and regulations and the severe subordination of women associated with Confucianism in its political and social aspects. This is true at least for late nineteenth and twentieth century Okinawa, though some Confucian survivals no doubt persist.

But the family system is also an admirably flexible institution. It need not depend for its survival on a Confucian ethic, the subordination of women, or on the arranged marriage. It does require a continuing reverence for the dead and care to insure the existence of generations to come. There is room for free choice in marriage within the general framework of the family system. There is in the family system a sense of belonging from early infancy to death, a sense of identity with the past as well as sharing in the future, an emotional security, free participation of the old in village life, mutual reinforcements coming from the performances of these obligations. These are striking characteristics of Okinawan village life. It is true that the family system in Japan has been unable to avoid many deep lying insecurities and conflicts. But in Japan there have been in recent times strong competitive situations along with the harnessing of the nation's energies to war. In Okinawa, these conditions have been lacking, at least in an intense form, until the Okinawans were in the midst of the fierce fighting of the war. The sense of security and of belonging is unmistakable in the great majority of villagers, and while this does not mean there is no dissension or that everything is serene, it does mean that the system as it has developed here has permitted a certain personal flexibility and freedom within the system. The culture also has not encouraged strong individual competition.

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The family system, with its obligations and duties, both in the individual and the extended families, is the key to an understanding, not only of the non-material, but much of the material culture as well. The social organization as it has developed within the family system has strong influences through inheritance on land tenure and land use, and on agriculture and other occupations, in addition to its influences on daily family living, religious observances, public recreation and holidays. These will be explored in the chapters to come.

311 parts of the island, and the small deltas, the tiny alluvial plains,
181 the short and narrow valleys are left to produce what little rice can be grown.

Okinawa is not Japan and perhaps it is unrewarding to attempt
171 comparisons between the Okinawans and the Japanese. Okinawa is an
369 island whose rural life is but little disturbed by urban development. Only two places, Naha and Shuri, could be classified as small cities. Important places like Nago, Ishikawa, and Yonabaru are only small towns.

Japan is a culture rich in both its rural and its urban life. The investigation of the life of the great metropolitan cities of Japan is more scattered in specialized studies, more casual, perhaps more impressionistic than the study of some of its villages. Japanese and Okinawan rural life have many things in common, though the Japanese experience may now be distinctly different because of the land reform.

But along with the rural village, there are the great cities of Tokyo, Yokohama, Kyoto, Osaka, Kobe, and Nagoya, and these circumstances make an appraisal of Japanese culture even more complex and elusive.

197 Certainly the long cultural ties with Japan have left their impressions on the people of Okinawa. The Japanese language, the Japanese system of education, altered after the war, Japanese tools, and Japanese literature are clear examples of this direct influence. But there are differences too. Adoption is much less common in Okinawa. The Buddhist influence, except for the altars of household Buddhism, is weak. The Okinawans, during the war, seemed less inclined than the Japanese toward fanatical self-sacrifice in behalf of the emperor cult.

157 In this work, I have avoided discussing the popular subject of
128 the "psychology" of the people. After a few commonplaces, one embarks on a series of impressions which may or may not have validity and which most certainly would be subject to endless qualification. I have therefore, for the most part, left the characteristics of the people to emerge from the descriptions of their historical experience, their social organization, and their family and community life, trusting that from these details one can form an impression of the way in which a people are living and how they meet the manifold problems which confront them.

156 In my own studies, I have been impressed with the feeling of belonging which seems to be the possession of the individual from infancy until his children lay him to rest in the family tomb. There is also a stability in family life, and this stability does not seem so pivoted, as in our culture, on the continued mutual love and affection of the father and the mother. There also seems to be little stress on personal competition.

The infant as well as the mature adult are conditioned to conformity both by the historical obligations and duties under the family

1: Glacken E-5 (1951-1952) 1953 AC7 Okinawa AC7

system and by the public life which they lead. There is a blending and shading of the private life of the home with the public life of the lanes, the shops, and the homes of others. The process is so subtle that one can live among them and be unaware of it. But children do more than grow up. They grow and reach maturity impressed with their duties and obligations. It is this cultural environment, rather than single element explanations such as breast feeding, which in my opinion accounts for the politeness, the essential gentleness, and the sense of security of the people. These characteristics can best be understood by knowing history, by knowing how people live within a family, how families live together, what these groups of families do to their arable land, their plants, their stones, their trees, and their forested and wild land, and how the private life of an individual or a family blends in with the wider public experience of the community.

The recent war has been a powerful agent of cultural change in Okinawa. The destruction of the south, the comparative well-being of the north have equalized the roles of the two great divisions of the island, and the north is no longer a rustic hinterland. The years of military service in the Japanese army interfered with the transmission of the traditional culture from the old to the young. One of the striking aspects is the differences in types of information possessed by the old and the young. Men fifty years or over speak of things of which younger men and women have never heard. What is part of one man's culture is foreign to the other.

Before the war success in transmitting the traditional culture to the young depended to a great extent on the hierarchy of the family system and its scale of values. Women were subordinated to men and the younger deferred to the elder. Obedience of children and acknowledgment of parental leadership were said to characterize the pre-war society. In many ways, all these things still do. But there are indications of a growing dependence of the older on the advice and knowledge of the young.

The war and its aftermath produced conditions favorable to the leadership of younger people, especially younger men. It was easy for them to drive trucks. It was no chore to become acquainted with Americans and adapt themselves to their ways. They could learn, and comprehend more easily, some of the Western concepts implicit in governmental change. A twenty year old is not impressed with skill at typing. A sixty year old person looks upon this skill with a certain wonder.

The destruction of pre-war housing and its replacement by inferior makeshift housing have had an unsettling effect on village life. Sleeping habits and living arrangements were disrupted. The destruction even affected the use of rainwater coming from the drains on the tile roofs. It converted villages with their houses and an occasional garden into a camp-like atmosphere.

The post-war repatriation often brought to villagers a more personal awareness of the outside world. Those who returned, especially from the non-Oriental countries, created an atmosphere congenial to change.

625 went out for fugitives from the south, he would accompany the police-
[632] man or investigate himself. In cases of death, both he and the police-
[647] man have to make a report.

575 The Young People's Association may serve as a vigilante in emer-
[731] gencies such as fires, floods, tornadoes, and other disasters. When a military jeep was reported to have been stolen near Naha and driven on the dead-end road running north, the young people in all villages on the way erected road blocks and were ready to help catch the thief. The group would act together in a similar fashion at any threat from outsiders.

622 The headman can only enforce local ordinances insofar as he is
681 able to persuade people to comply. He is not concerned directly with
[625] crime or disturbance of the peace. Exceptions are such matters as stealing sugar cane or letting chickens run loose so that they enter every yard. For such acts, money fines can be imposed. One warden still has a tag which used to be given to the man whose chickens ran around freely. The offender had to pay the fine and keep the tag until he detected someone else's chicken running loose. Then he could pass the
[626] tag on to that person. Such measures are no longer used. But the underlying principle of public censure and fear of ridicule continues to operate in village social control.

623 Public censure is used along with fines to ensure attendance at vil-
626 lage meetings. Roll call is taken before each meeting so that the ab-
[681] sence of individuals is made known to the whole group. Similarly, when tax collections became more and more delinquent, it was decided to have ward meetings in which everybody would be reminded in public to pay his share. Those who were unable to do so would have to state their reasons. As soon as this new plan was announced, several people got up during the meeting to pay outstanding amounts to the head-
872 man. The school uses similar devices to achieve better attendance and scholarship. During home visit week, about once a year, a meeting is held for all parents and the statistics for attendance for each village are read as well as scholastic performances for each community.

INFORMAL CONTROL

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626 What other people might think is uppermost on everybody's mind.
[867] Children are reminded by their mothers not to play alone lest people would think they are unpopular. They are told not to fight lest others think badly of them or make them responsible for the consequences. Censure by gossip is common, but criticism is seldom made directly to a person's face, and the target of extensive gossip is often unaware of it.

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An exception to this was the case of a junior high school girl who left her mother and stepfather and went to live in the city. The incident was known to all villagers within a short time, and gossip was rife, but referring to the case directly in the presence of the mother was avoided. When the mother finally heard the gossip, she contended that the story had been circulated by a certain family, singled out the woman of that house (who happens to be one of the few Christians in Taira) and told her in no uncertain words that she, as a Christian who wants to do good and others to be good, should know better than to spread evil gossip.

Concern with the affairs of other villagers is, of course, a result of the general intimacy between people. Not only one's immediate family but also anyone in Taira is aware of what happens to others in the community, and the right to such knowledge of private and family matters does not seem to be denied by anybody. People ask and receive answers, and news travels rapidly from one house to another. In considering the fear of censure and its effectiveness in social control, however, one should not forget that, conversely, the concern of others for one's life leads to a feeling of belonging and the expectation of help and affection.

Children are part of the gossip channel in that they are talkative and report news. They do not seem to invent malicious stories but do join in fun making at other people's expense.

Being too malicious is censured. Older people still remember that they heard in their youth about old wicked women who could bring a curse on others. The term for curse still connotes a person who is disliked or who snoops excessively in other people's affairs.

If possible, nobody is deliberately made subject to public exposure in case of wrongdoing. A township official, who by virtue of his office was also a member of the village council, showed little interest and responsibility toward the community. When the village meeting deliberated whether township officials should continue to be made members of the village council, his name was not mentioned, although the case was discussed at length in public. The final decision was to give him another chance. This, too, is characteristic of community behavior. Ostracism and complete rejection of serious offenders against the community would be a most serious punishment. This in itself would give the community a bad standing. A common front toward the outside is preferred, so that all drastic actions are left only for extreme cases. Rather, one tries to get along, even with a deviant person. Individuals between whom disagreement exists act friendly toward each other in public.

A deep sense of mutual obligation and duty not only toward imme-

626 diate relatives but also toward members of the entire community, and
●156 even certain strangers, appears in many contexts. Any villager feels
[479] a sense of obligation to participate in mutual assistance, and someone who fails to live up to this obligation is severely criticized. A person who commits a crime is said to have no feeling of obligation, and it seems clear that the infrequency of transgression, either the violation of mutual help codes or more serious infractions, is held in check by fear of censure.

626 The Japanese moral code, which stresses obligations and feelings of
577 indebtedness and gratitude toward those from whom favors have been
867 received, is obviously related to such social control forces or is in fact
[177] identical with them. Japanese ethical training was part of school training before World War II, and it is still deeply valued and followed.
[571] That any close-knit community tends to foster such forces of control is common knowledge. Yet the positive attitude toward obligations and their elaboration in interpersonal relationships is noteworthy and characterizes an important aspect of Taira life. It is learned early, as we found out when one mother said about her 4-year-old daughter: "She understands the idea (of obligations and indebtedness), although she does not know the concepts." When the family receives a gift, the little girl asks, "Shall we take some fish (a counter present) to them?" In spite of the positive value mentioned, there seem to be few compulsions connected with obligations. Actions appear spontaneous rather than forced. Of course, these obligations are of importance in determining contributions of individual households at weddings, funerals, and other occasions where interpersonal ties are cemented.

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Chapter 6

Social Organization

571 In every society an individual belongs to a number of groups, overlapping in membership and differentiated by function. A resident of Taira is no exception. Some groups are open, that is to say, new mem-

2:Maretzki & Maretzki E-5 (1954-1955) 1963 AC7 Okinawa AC7
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in her house until a male can assume the responsibility for them. The propitiation of the natural deities is lead by the village priestess—and she is assisted by a group of women.

Taira women are essential to the financial well-being of the family. Their role in both agriculture and lumbering is equal to that of the men. Since there are few kinds of work which women cannot do and do not engage in, a widow or single woman, although handicapped, can support herself and her family. Several women, whose husbands died during World War II or who have been divorced, support themselves and their children. One Taira woman supported her four children while her husband left for Japan to help a sick brother. She worked the household fields and sold fish. Her husband, who was expected to return after three weeks, remained away for six months. Once or twice he wrote his family to ask for money; his wife and sister obliged. Even old women remain active members of the family. They contribute to the household economy by working in the potato fields, cutting firewood, and doing other useful work around the house.

Such economic independence gives women a place in the family which cannot easily be challenged by a male who theoretically can claim preferential treatment. Perhaps a man is more dependent on his wife than she is on him. Men never cook. They expect the womenfolk to look after house affairs. A wife, although she does not usually own the land on which she works, has the same rights as her husband to the village forest lands. There she cuts firewood like the men, cooperating with the husband in preparing it for sale. Most of all, pig raising is her concern, and this gives her an important hold on the purse strings.

There is no uniform rule as to who keeps the money in the family. In some households the husband takes care of all financial matters and hands over small sums of money to the wife for daily use. In these families it is either found that the wife does not contribute heavily to subsistence or that she is from another village and is somewhat intimidated by her husband and unable to find security in having relatives close by. Such women are meek or at least restrained and solicitous of their husbands.

There are numerous cases, however, in which women handle all money affairs. In one such home the husband is a township official. His wife, although from a distant village, is a forceful character and follows economic pursuits independent of her husband. He is glad to let his wife handle finances, although he retains ultimate control over them. The more common situation, however, is almost equal responsibility in economic matters between the sexes. Where this is the case,

603 601 term. As the child gets older, the familiar suffixless form of address is used less and less frequently, though girls seem to retain it longer than boys.

601 The strength of one's ties to the community as a whole regardless of ●156 actual kinship is seen not only in the use of the term "grandmother" 576 and "grandfather" in addressing all members of this generation but also in the similar use of the terms "uncle" and "aunt" for all members of the parental generation. Those who are not known well or who have high status are addressed by the appropriate kinship term with the suffix -san added.*

554 576 Achieved status is recognized by special terms of address. The teacher, school principal, the doctor, the village headman or mayor are addressed by their titles. Taira people combine familiarity with formality by calling a young teacher from the same or neighboring community by the first name, then adding the title "teacher." †

621 156 571 In summary, although affiliation with a patrilineal descent group and kinship ties with kindred influence certain aspects of life, over and above these ties is the identification with the community, which is drawn together by bonds of economic and social interdependence. Individual leaders serve their term of responsibility and then return to [157] the egalitarian community life, which is comparatively free of competitive strife.

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Chapter 7

Courtship, Marriage, and Sex

582 Most marriages in Taira take place when both men and women are in their early or middle twenties (see Table 2). It is perhaps most note-

* This refers to the use of Japanese kinship terms which are prevalent in Taira—see Chapter 1 p. 370.

† The use of first names may also help to identify individuals since many persons have the same surname—this explanation, however, is not in contradiction with the statement concerning familiarity.

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year. On these occasions his parents take gifts of tea, noodles, and whatever else they can spare to the foster parents. During their visit the foster parents present the gift as an offering on the ancestral shrine and pray to their own ancestors, the guardians of the foster child. It is believed that this may help to offset the adverse effects of the child's own ancestors.

In spite of some treatments, such as blood letting and moxa cautery, which seem harsh to the unaccustomed observer, Taira people are extremely concerned about their sick. Illness, and most of all the need to remove the patient to the local dispensary or to a hospital in town, involves the whole family. No one likes to leave a sick person alone. His family and friends attend to him in such numbers that the small rooms are never large enough to hold all. The security given in everyday life by the presence of relatives and neighbors in the village continues during the critical period of illness. In the case of a fisherman from the south who was washed ashore in his boat after a storm, township officials kept the man continuous company in his dispensary room even though he was close to death. Female relatives cook meals and look after the comfort of a hospitalized person. This means that a young girl or an older woman will leave her usual work for days or weeks to attend the patient.

Because of intimacy in the home and visits to the sick, children are quite familiar with illness. A mother who has to go to the hospital takes her youngest child with her. After burning moxa weeds on her skin for two weeks had failed to cure a nephritic condition, one woman went to the hospital in town, taking her 8-months-old daughter although she did not have enough milk to nurse. The infant had to be given bottled milk prepared from cans. Meanwhile the older children remained under the care of their father.

There is, however, little concern with children who have minor ailments. A school child may be excused from attending classes. In one case a boy stayed home from school with stomach pains. He was happily playing with younger children in the street. One of the adult villagers walked past, stopped after seeing him, and inquired: "Why aren't you in school today?" When told by the boy that he had an upset stomach, the man ordered him to go home right away and stay inside or go to school. The boy's mother, although aware of her son's discomfort, did not pay any special attention to it.

Preventive medicine is officially the responsibility of the public health nurse. She advises people on proper preventive care, inocculates children against whooping cough, diphtheria, and other diseases. She also acts as an advisor to mothers on child care and occasionally helps with a birth if the doctor is unavailable. If a case is diagnosed as

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844 [853] kimonos, and diapers. He is placed under the blanket next to the mother and given a gauze nipple dipped in tea and sugar to suck, which is often his only food for as long as two days if lactation is slow. Meanwhile the afterbirth is wrapped in straw and left under the floorboards in the kitchen to await the outgoing tide.

846 593 Tea is now served in the front room, and the birth is discussed by the women who assisted. On one such occasion, the father and grandmother showed a little boy whose sister had just been born a great deal of affection. The father held the boy in his lap, and both adults told him that he was now a big brother.

844 851 156 At the first hour of the outgoing tide, old women—the grandmother of the baby, relatives, and neighbors—wrap the afterbirth in rice straw and bury it in a specified place outdoors behind the hearth. The purpose of the ceremony is to ensure that the child will be happy and sociable. To the accompaniment of laughing, loud clanging of pots and covers, and calling to each other, the women circle the house. When the burial is completed, they chant loudly, "May this baby always laugh and be pleasant." [152] A stone is then placed over the burial mound so that the infant will not be frightened in his sleep, an emotion which is inferred from the jerking of a young infant while asleep.

852 565 462 [178] [286] Until about 10 years ago a ceremony was performed by descendants of noble families from Shuri over the newborn to ensure success in his future role. For boys, a winnowing basket was propped up against a hoe on which a clump of soil and grass rested. While the father's mother held the child in one arm, she shot an arrow with a bow into the basket. This act was to make certain that the child would become a good hunter (provider) as well as a successful farmer. The grass on the hoe symbolized strength. A girl, on the other hand, received a miniature loom constructed especially for such occasions, which was to assure her success as a weaver of cloth. A spool of banana fiber was presented along with the loom.

852 565 538 There is a story that long, long ago an infant was born on the beach. Immediately after he was born, as he still lay on the sand, a crab crawled over his chest. This infant grew up to be a strong, famous man. Shuri descendants still have a custom of grandmothers holding a newborn boy in their laps and releasing a small crab, which scurries over the infant's chest. These practices, however, are absent in central Taira now and are rarely found in the outlying settlements of predominantly Shuri descendants.

846 198 Formerly mother and child were confined to the darkened delivery room next to the kitchen and at the rear of the house for seven days, while an open fire was kept blazing in the brazier near the mother.

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Today the *yukajiru* ceremony held on the fourth day ends the seclusion. A group of close relatives gather to ask for the good health of the child and to make food offerings to the ancestors.

On the fourth or fifth day a name is selected for the newborn. In the old days rice oracles presided over by an old woman were consulted to ensure that the name consist of the proper combination of Japanese writing characters, an essential for the well-being of the child's personality. Today family elders and the local teacher are consulted. In the pre-Japanese periods, temporary names were used until a permanent name was given. This practice was intended to fool the spirits during the early years when the child was thought to be particularly susceptible to spirits.*

On the sixth day after birth the mother is allowed to take her first postdelivery bath; the room which she has occupied with her baby is cleaned and aired, and preparations begin for the *mansang* celebrations. For this event the mother's parents try to be present, especially if it is a first child. Friends and relatives in the village attend. A female elder of the patrilineal kin group or the priestess prays behind a tray of rice, rice wine, and incense so that the child will sleep peacefully and not cry at night. Thanksgiving prayers are offered to the ancestors and the nature deities for the health of both mother and child.

When the prayers are completed, a man sings the *mansang* song to the accompaniment of a samisen. The father of the baby then rises to dance briefly, sits down, and writes with brush and ink on a white sheet of paper the name and birth date of his child. The paper is then hung on the wall near the alcove. Meanwhile the special song is being concluded:

> Coming from the darkness to light,
> This baby was received as a treasure
> And the mother is being celebrated.

Food is then served, and the guests discuss the name and admire the newborn. Like all parties, the celebration ends with song, dance, and wine drinking.

The *mansang* celebrations mark the end of the most critical period for the infant. From now on he may be taken outdoors. At the month's end, his parents may take him to see his maternal grandparents in their village, to offer food at the ancestral shrine of the mother. This is called the first walk. Sons who have left the paternal village for the city return with their infant to observe this day.

* Hanging an irregularly left-woven rope in the delivery room to keep out evil spirits which might harm the newborn, is no longer done in Taira.

copy their behavior. When several mothers and their children are gathered, a mother of a year-old child will coo, "Cute baby" as she strokes a friend's infant's head. She smiles at her child, takes his hand, and repeats the action. A spontaneous response such as this on the part of a year-old child would evoke admiration and voluble praise from the audience. A year and a half old boy became the pride of his mother when he approached all little children with a highly nurturant attitude. He had learned his lesson so well that he considered children of his own age babies because they were smaller than himself. Walking up to them, he would bend down, pat their heads patronizingly, and take their hands to guide them along.

Equally important to the Okinawan parent is a friendly child who is well liked by everyone in the village. A happy, smiling personality is ideal, and it is this wish for the child which leads grandmothers and mothers to perpetuate the custom of burying the afterbirth of a newborn to the accompaniment of laughter and appeals to the spirits to ensure this characteristic. Adults constantly try to get infants to smile by talking and making funny sounds and faces. Even young children approach infants clapping their hands together in an attempt to elicit smiles.

Treatment of children during this initial period discourages expression of self-reliant behavior. As described above, except for rare and very brief intervals during the day, a child is strapped onto someone's back from the time he wakes up in the morning to the time he is put to bed at night. The child is carried about in this fashion from the age of one month until he is almost 2 years old.

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Chapter 14

Weaning

When a mother discovers that she is pregnant again, usually about two years after her last delivery, she begins to think of weaning her child. Most mothers nurse the last child until they are about three months

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On the whole it can be said that children seem to decide for themselves how far they can move around. Underlying the action of most is a dislike of venturing into unfamiliar grounds, and this largely restricts the territory commonly covered. Most children travel in groups of more than two, an aspect of Taira children's behavior to which reference will often be made.

The area of tombs is generally avoided by children, except by those who pass there to walk to the mouth of the Udenaha River or over the narrow, fragile bridge across it. While children do not fear the bodies of the dead, they express a fear of spirits. But during ceremonies for the dead, children accompany adults and participate in the social gatherings in front of tombs following the prayer. When the body of a fisherman was brought up on the shores of Taira after a typhoon, scores of children of kindergarten age roamed to the beach to take a peek beneath the canvas which covered the corpse. The policeman who officiated on the occasion impatiently waved away the kindergarteners, and when the schoolchildren returned in the afternoon, they also had to be warned to stay away.

In the central village itself, few places are closed to children. The village office building, of which only a section is reserved for office space, quite often attracts children. It is a convenient temporary shelter during rain squalls and a cool spot during hot weather. The village headman or his clerk may complain about too much noise and chase a group out, but this does not discourage them from returning soon afterward. The open prayer house, too, is a place for play, and no objections are voiced by adults, including the priestess and her assistants. These buildings are village gathering places, and children, as essential members of the community, have free access to them. The situation is different with regard to the township office and the post office, which children never enter except on special errands.

Children are familiar with dangerous spots, such as steep hills, and show amazing skill in maintaining balance, even when the ground is wet and the dirt is loose. On a picnic hike of a little under 4 miles, kindergarteners ranging from 3 to 6 years scampered across a frail, wide-slatted bridge, up and down over slippery clay paths and over rocky terrain with only a 30 minute stop to eat their lunches. In a group of about 15 children only two 3-year-olds slipped and cried to be carried down unusually steep inclines and over the rickety bridge. None seemed exhausted although many roamed off the paths to forage in the bushes for berries and laurellike flowers from which they sucked nectar.

Journeys outside the village are rare for most children. It is usually

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wiggles her hips and otherwise makes movements that are not permitted in the classical Okinawan dance.

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Kindergarten children are usually asleep by 8:30 in the winter and 9:00 in the summer. They sleep an average 8 hours. Ten o'clock is considered to be proper bedtime for all people. The village bell is rung to remind everyone that the day has ended. The entire family sleeps on the mattresses spread on the floor with wooden pillows. In winter the heavy quilts are taken down. Children vary in their bedtime. Those who feel tired fall asleep soon after the evening meal. Often the grandparents lie down with the small children. If children accompany parents on a visit, they lie down in their father's or mother's lap, or on the floor to sleep. Since not all adults go to sleep at 10:00, older children may stay up longer, particularly during moonlight nights. Few children take naps except during the summer, when the heat makes everyone drowsy and slows down work during midday. Once in a while a young child goes home to lie down for a nap.

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The kindergarten child's day has been an active and carefree one. He is seldom alone. "Do not play alone, go and play with others. If you play alone, people might think that others dislike you," instruct parents in Taira. Anyone passing a child playing alone would remark, "How lonely he seems." Furthermore, mothers worry about a child being alone "because he is more apt to do naughty things or get into dangerous play."

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A 4- or 5-year-old may sometimes find himself being a caretaker, but generally he is not considered very reliable, and being a "senseless" individual, he is not held responsible by the village for anything that might happen to his charges. It is the mother who is held culpable and is censured in this case.

One mother was severely criticized by her neighbors when she punished her 4-year-old boy for abandoning his 2-year-old sibling. The children had been sent out to play. When the older boy came home for supper, he faced an angry mother who berated him for thinking only of his own pleasure and leaving his little brother on the main road and to the dangers of passing trucks. She spanked the boy, tied his hands and legs briefly, and left the crying child behind when she went to the village store with his younger sibling.

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In another case, a grandmother grumbled about the "laxity" and irresponsibility of the mother. A 5-year-old was carrying her month-old sibling who was sleeping on the back in a twisted position due to loose strappings. "Come here! Your mother, where is she . . . how could she leave this child with you! Almost falling . . . ," the old woman mumbled as she unstrapped the peacefully sleeping baby and

2:Maretzki & Maretzki E-5 (1954-1955) 1963 AC7 Okinawa AC7
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sures in responsibility training. When tasks are mere routine, interfering with playing and other favorite activities, they are not always discharged with enthusiasm. We have already referred to this in the discussion of child care. On the other hand, there are many expressions, starting actually at kindergarten level, which reveal identification with adolescents and adults.

To the question, "What would you like to do best?" there were such answers from boys as: "I would like to go to the mountains and earn money" (7 years), and "I would like to plant rice" (8 years); and from girls: "I would like to cook, and I would like to transplant rice" (7 years), "I would like to cook rice and soup" (7 years with a wide grin), and "I would like to teach other children calculation if they need help, and take the place of the teacher" (10 years), adding, "Then I can punish boys who bully girls, too."

We learned something more about the identification with older children and young adults, and perhaps a feeling of envy of their status, from answers to questions such as, "Who would you like to be most if you could be changed into anybody by magic?" and "What age would you be if you could be any age?" And, in answering, children also revealed something of their needs, motivations, and goals. A 7-year-old boy stated that, "I would like to be 15 years old, then I can go deep places to swim . . . and then I can go to the mountains and earn money and buy rice, noodles, and help father and mother." He then expressed achievement motivation in his answer: "I would like to become a scholar on plant roots. Then I will know why trees wither and die. I want to save them because otherwise people cannot make money. Then I will be happy and feel good." Although this boy's father is not one of the prominent village leaders, he seems here to express the feeling which, we believe, explains much of the responsible behavior in village leaders. We also see a desire for independence in the answer of a 10-year-old boy, "I would like to be 20 years, then I can go and do work on my own," and nurturance with an almost sanctimonious overtone, perhaps linked to hidden anxiety about aggression, in this response to the magic man query, "I would have him change me into a big, big person. Then I can go and hit anyone who bullies little persons . . . I can look all over the whole village and catch all bad persons and talk to them . . . I can make them all good." This answer, which expresses, again, achievement desires was given by an 8-year-old boy, "I would like to be 16 years old because then studies will be easier and I can wrestle like the *seinen* (young adults)," followed by "Make me into a township official because they have 'good heads' (are intelligent) and they

ATTITUDES TOWARD ACHIEVEMENT

Observations revealed there is a contrast between home and school setting in attitudes and treatment of achievement-oriented and competitive behavior. The classroom situation tends to breed competition. Eager attempts to answer questions and to get the teacher's attention by raising a hand and calling out suggest competitive spirit. There was little we observed in the village which seemed to bolster competitive behavior, except for some games and occasional wrestling and athletic practice. Parents discourage boasting in children and in our presence gave little evidence of fostering achievement. However, if we now let the children speak, and then mothers (unfortunately fathers were not interviewed), one might get a different impression of the parental role in achievement training.

In answer to the questions "How do you feel about doing something better than anybody else your age? When you're not the best, do you ever practice so you can do better?" the six boys in our sample agreed that they would like to be first. One 8-year-old answered: "Yes, I would like to be better than my classmates." "But," he adds, "no, I don't practice or study when I am not first . . . only sometimes. If I am last I would practice and study because I would get scolded by the teacher and my parents. . . . I would be ashamed because others would laugh at me. But if I am average, I won't do anything, I don't care." Two other boys implied that they would do little to improve their position if they were in the middle, or as one put it, "I do want to be first, but I don't do anything about it . . . not much anyway."

The fear of being scolded by parents is also expressed in the answer of four others in this group. Shame was mentioned only by one other boy, but among those who fear scolding at home were two whose parents are exceptional in stressing good performance at home and driving their children toward higher standards. They responded, as one might expect, with expressions such as: "Yes, I would rather be better than all others. . . . In the middle? No, I would rather be first." Only one of these two mentioned fear of scolding as an incentive.

Girls' answers differed slightly in the somewhat greater emphasis on performing well and making determined efforts in this direction. One reply, "Yes, I will study hard to become first. Even if I am in the middle, I will try hard so I can be first. I don't feel good being

593 The presence in the background of T.'s mother may have something to do with his change in behavior toward H., or it may be that he wants her to wait her turn and do it his way. T. is very much in control of this situation, even among the boys. The swing is constructed on the edge of his parents' house. But T., on another occasion, when his aunt asked him to wash her daughter's (T.'s 4-year-old cousin) feet after she had waded in the muddy paddies, complied agreeably and was quite nurturant and indulgent with the younger girl. With
[865] H., too, he is more cordial at other times. Perhaps what bothers him, and other boys of his age, is the interference of younger sisters with boys' play.

857 To sum up, between boys and girls of school age there is not a very
593 close relationship, each sex being quite strongly oriented toward mem-
858 bers of its own group. Brothers and sisters, on the whole, fall into this pattern, except that the succorance-nurturance relationship between younger and older continues, though moderately. Although separation of sexes is found in the kindergarten pattern, it is more pronounced in latency, since the activities of peers are more and more differentiated by sex.

RELATIONSHIP TO PEERS

857 We asked the children a question in an attempt to measure how
866 they would resolve the conflict between having to do a chore and the
156 call of friends to join in play. All boys (in the group of six) agreed that they would do their work first, four mentioning fear of being scolded. One boy worried about what his friends might think if he does not join them soon: "Will they not think badly of me?" adding, "Sometimes I have gone out without finishing my work and then I would worry about getting scolded. It's 'bad,' but if my friend persists, I would go and join him without doing my work." And another admitted, "If mother and father are not at home, I would go and play without finishing my work, but then I would worry about getting scolded."

Strangely enough, five of the girls answered that they would do their work first, but if their father and mother are not home, they would go out and play; at least four say so, while the fifth boldly says, "If friends come and call me when I am doing my chores, I will go and play without finishing," but this girl, coming from a poor family, is less secure than others and more anxious to be a part of the group. Several girls mentioned the fear of being scolded. Only one, the sixth, replied,

2:Maretzki & Maretzki E-5 (1954-1955) 1983 AC7 Okinawa AC7* Taira

"I would do my work first and then go out to play, whether my parents are home or not."

The mother of a younger boy reported that he is so anxious to rejoin his playmates that he barely gives himself time enough at home to eat his meal. It is our feeling that it is not just the desire to play which pulls children away from assigned tasks, but the urge to be with peers. The attitude of mothers encourages play groups. They tell their children: "Do not play alone; go and play with others. If you play alone, people might think that others dislike you." As one mother put it: "It looks so lonely when (my child) is playing alone." Only one mother, whose child-rearing methods in general deviate from those of others because she and her husband set high achievement goals and standards for their child, said that she would like to have her son play alone occasionally. In this way she hoped he would devote some time to educational activities. It is interesting, however, that several mothers mentioned the names of other children whom they considered unsuitable playmates for their child, either because they were too bossy, or too aggressive, or had otherwise undesirable qualities in their judgment. If, however, there is selectivity among children on the basis of their parents' desires, we were not aware of it.

Peers assume increasing importance as socializing agents as they grow older. Schoolchildren of the same age watch and control each other so that there is hardly need for interference by adults. Older children remind younger ones who neglect a crying young sibling to attend to his needs. Failure to respond to the succorant pleas of a younger sibling meets with disapproval. Peers rarely interfere directly with the activities of others, but do so by remarks to each other, and by other indirect means through which they achieve compliance or conformity. There are some obvious situations when outright commands by an older child are needed. For example, when a 3-year-old girl pulled the plug from the concrete water tank and was immediately frightened by the stream of water pouring out, a 6-year-old girl nearby called, "Close it," and watched as the little one hurriedly put the plug into place. Hardly ever does one hear children taking the role of an adult in trying to demand conformity from peers with rules set by adults. Only the boy mentioned earlier, whose parents make determined efforts to train him toward responsibility and achievement, occasionally attempts to correct the behavior of peers by talking like an adult. He always does it in a quasi-nurturant, responsible manner, perhaps because he strongly identifies with his father, one of the village leaders.

Parents do not like their children to become "leaders." Almost all

857 of them disapprove of dominance in their children: "It would be terri-
866 ble if my child would tell this child and that child to do one thing or another and they would get into trouble." The fear expressed here, and in similar statements, is obviously that leadership entails responsibility in case anything goes wrong, and parents do not like to be put in a position where they or their children could be blamed.

865 The Western observer, perhaps, is most impressed with the ability of children to manage their own affairs. Fights occur, and disagree-
857 ments crop up frequently, but almost without exception these matters
156 are settled within the group and without dramatic scenes in which adults become involved. There are no violent fights or quarrels which break up groups and cause prolonged hostile feelings among children. Least of all did we find bullying and harassing of younger children by the older ones, although younger ones are often assigned inferior roles in play by the older children.

ACTIVITIES AND GAMES

857 In part, at least, the tone among these play groups is set by the sur-
524 prising variety of activities that children engage in during the year, innumerable games which come and go in cycles, but which have a village-wide appeal while they last. All of them are played with a minimum of equipment and a maximum of inventiveness and enthusiasm. There are few toys which parents can buy their children, and fewer still which they make for them. This situation is met with great ingenuity. Children use any objects available to them—discarded household equipment, empty cans, boxes, or whatever they pick and gather from trees, bushes, and the ground. Round stones, peas, and seeds serve as marbles; an empty carton becomes a truck or boat. Wooden sticks, bamboo, an old bicycle wheel without a tire find some use. Suddenly one day children run about with helmets made of cabbage leaves, swinging little pistols made of a piece of bamboo, or a stick as a dagger. Girls gather shells and gravel on the beach and carry pieces in their dress pockets. In the absence of dolls, girls have a younger sibling to act the part of "child" in realistic play. Babies, however, are never used in such games.

Boys and girls like to play games of skill. Girls often pull out five stones from their pockets and play a kind of jacks. There are also many versions of ball games in which one girl performs several stunts with a ball while she sings a song. If she makes a mistake, another one

857 526 [157] fun of it, but few signs of involvement with attaining outstanding performance. Losers are not teased or ridiculed, although a good performer is occassionally given an encouraging remark by others who practice.

Group games are usually played after the schoolchildren have returned to the village. One of the popular games is a version of prisoner's base similar to that played in the United States. This game is played with much yelling, laughing, and noisy challenging. Equally popular is a version of "kick the can." This game is exciting and fast moving. It is a game which can lead to arguments, since one must trust the honesty of the person who is "it" and claims to have seen another player. Brief arguments arise and are quickly settled. Part of the fun seems to be teasing and challenging the tagger.

535 857 [527] [871] These are games that children may play on any day in the year. During holidays they are sometimes asked to entertain adults with dances. Little girls learn the traditional Okinawan dances from kindergarten days on, either by watching or by coaching of an older person, a friend, one's older sister, or mother. Neither kindergarten nor school programs include the teaching of such rich Okinawan heritage as classical dances. Boys do not begin to imitate the burlesque dances of their male elders until adolescence. But they are sometimes invited, together with girls, to present group dances or little plays for the adults. Adults seem to enjoy most the performances of Okinawan dances by little girls who may have learned the rhythm and movements but not the restraint of serious adult presentations. They are delighted if a 6-year-old, dressed in bright-colored costume, innocently wiggles her hips in a rather suggestive way.

857 [156] Children who perform for adults show no stage fright. At school, where little sketches are presented on the stage, there is a complete ease in improvising. Nobody is embarrassed if he forgets a line, a song, or a cue, and the recitation contests which we have already mentioned are carried out with much zest.

[512] Schoolchildren are supposed to remain at home after 8 o'clock in the evening to do their studies. This rule is encouraged by the school but rarely enforced by parents. Many children, boys and girls, appear outside after dark, and on moonlight nights they often resume their playing. Off and on, a couple of elementary schoolboys are attracted to the store where the village truck arrives with goods from the city after nightfall. There they stand in the dim yellow light of the kerosene lamp, watching, helping, or just listening to some of the men who come to have their sake bottles filled. If a bath has been prepared for their families, their turn will come sometime after the older males in

[515] [512]

751 312 364 156 Social factors contributing to poor sanitation stem mainly from the failure of the individual in Okinawan society to take individual action. For example, four unrelated families, one of which I knew well, rented the four quarters of a house in the city. The well beside the house was badly in need of a drainage system; the water from everyone's laundry and bathing formed a large puddle around the concrete well-top and eventually sank into the ground, no doubt to re-enter the well, which of course also provided drinking water. No one made a move to do anything about this individually. Finally the owner of the house suggested that the several families join with him on a certain day in digging a drainage ditch. This was done. However, instead of digging a ditch to allow the water to run down hill and away, they dug the ditch only a few feet into a tiny field on the same level as the house and well. They did not feel that they could dig a ditch that led the water onto the land of the family who lived below, despite the fact that this was the natural lay of the land and despite the fact that the water was now sinking into the ground above the well of another neighbor. It was felt that only if all the neighbors joined to dig ditches together to allow all the water to drain to the municipal drainage ditch beside the street, only then would it be proper to let one's old wash water drain into another's yard. So far as I know this joint action was never taken.

751 364 156 At the same house, when one of the tenants moved out they dumped a great pile of garbage in front of their room. Another tenant moved into the room and, although the wife commented on the "bad sanitation" ('eisei ga warui'), for some time nothing was done about the pile of garbage. In this case the reason for inaction may have been pride rather than consideration of another's feelings. It seems likely that the new tenant felt that it was not his responsibility to remove the garbage and that it was also beneath his dignity to do so.

ooo Social factors of this sort can perhaps be attacked in two ways. First, by appealing to the individual, to his pride and his esthetic sense, and by creating a greater degree of personal identification, it may be possible to extend the "sphere of sanitation" beyond the floor of the house and out into the yard and perhaps even to the street. But this would not be an easy task. At the present time the average Okinawan is probably less embarrassed by a pile of garbage in his yard and the hundreds of flies that infest it, than he would be to be seen doing the menial task of cleaning it up. He would not feel embarrassed, however, if it were a community endeavor. And therefore as a second method of attack one might encourage more group action. But this requires the development of outspoken leadership.

178 751 744 [625] ooo It is possible that standards of sanitation are lower at the present time than before the war. Residents of the village of Yamada spoke of the "big cleanings" ('ōsōji') that were held at regular intervals before the war. On orders from the 'son' office every household in the village was obliged to clean up its house and yard and submit to inspection by the local police officer, a man who was much more feared than his present counterpart. At present clean-ups may be encouraged by the Youth Organization, Women's Organization, etc., but there is certainly less compulsion than formerly. Moreover, during the last days of the battle and for a period of